



75R373

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 75R373

ADDRESS: 91 HENDERSON AVE.

TELEPHONE: (718) 816-8897

FAX: (718) 727-6867

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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

| Name | Position and Constituent Group Represented | Signature |
|-------------------------|--|-----------|
| Ilene Goldstein-Harnett | *Principal or Designee | |
| Analia Gerard | *UFT Chapter Chairperson or Designee | |
| Dawn Port | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Brianne McNamara | Member/Teacher | |
| Meredith Broderick | Member/ Teacher | |
| George Romano | Member/ Teacher | |
| Andrew Schron | Member/Paraprofessional | |
| Perian Wise | Member/Parent | |
| Jennifer Walsh | Member/ Parent | |
| Maritza Sabato | Member/ Parent | |
| Maria Cuffaro | Member /Parent | |
| Peggy Lindsey | Member/ Parent | |

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Robert Randall School is an elementary school whose core mission is to support student success with individualized programs developed within the core curriculum based on formative and summative student data and to provide an educational environment that will enable all students to recognize, understand, label, express and regulate their emotions in order to be successful in all academic programs. Our vision is Teamwork in the Best Interest of Children.

This year, we will begin to implement Emotional Literacy in our school which will help to facilitate this vision. The purpose for developing emotional literacy is to precisely identify and communicate our feelings so that students identified with "severe emotional disturbances" will decrease the interference of behaviors that prevent increase focus on academics.

P373R provides a twelve-month program and is a self-contained school with a free standing prefabricated multi-classroom unit located directly behind the main building, located in the New Brighton section of Staten Island. We provide services to the entire District 31 geographic area. Community partnerships with the Teddy Atlas Foundation and the Police Athletic League benefit our behavioral supports, providing tangible incentives to students who achieve personal goals.

P373R staff works with students of multiple disabilities, including, but not limited to, diagnoses of Emotionally Disturbed, Autistic, Pervasive Developmental Disorder, Conduct Disorder, Attention Deficit Hyperactivity Disorder, Global Cognitive Delays and Other Health Impaired. Students are placed in classes of 6-12 students, depending on need. In addition, P373R supports educational services for inclusion classes in three District 31 schools.

P373R provides a highly structured and intensive therapeutic environment that integrates instruction and support services within the school and community to students who experience delays in the acquisition and generalization of social/emotional skills and/or learning disabilities and for students with severe communicative delays. A school wide positive behavior support plan is fully implemented with ongoing staff development and support, while behavioral data, catalogued using SWIS (School Wide Information System), helps to drive our efforts in supporting the emotional and behavioral needs of our students. Data is reviewed by a team and drives decisions to make changes as necessary.

Under our auspices is a portable unit on the grounds of the Michael J. Petrides Educational Complex and three programs housed in other District 31 schools; PS 58R, PS 65R and PS 861R.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | |
|---|---------------------|--------------------------------|--|--|
| School Name: _____ | | | | |
| District: _____ | DBN #: _____ | School BEDS Code: _____ | | |

| DEMOGRAPHICS | | | | | | | | | |
|--------------------------------------|-----------------------------|-------------------------|--------------------------|--|---|--------------------------------|-------------------------|-------------------------|-------------------------|
| Grades Served in 2009-10: | <input type="radio"/> Pre-K | <input type="radio"/> K | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| | <input type="radio"/> 8 | <input type="radio"/> 9 | <input type="radio"/> 10 | <input type="radio"/> 11 | <input type="radio"/> 12 | <input type="radio"/> Ungraded | | | |
| Enrollment: | | | | | Attendance: % of days students attended* | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | | | | | | | | | |
| Kindergarten | | | | Student Stability: % of Enrollment | | | | | |
| Grade 1 | | | | | | | | | |
| Grade 2 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | | | | | | | | | |
| Grade 4 | | | | Poverty Rate: % of Enrollment | | | | | |
| Grade 5 | | | | | | | | | |
| Grade 6 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | | | | | | | |
| Grade 8 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 9 | | | | | | | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | | | | | | | | | |
| Grade 12 | | | | Recent Immigrants: Total Number | | | | | |
| Ungraded | | | | | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | | | | | | | | | |
| Special Education Enrollment: | | | | | Suspensions: (OSYD Reporting) – Total Number | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|--|
| No. in Collaborative Team Teaching (CTT) Classes | | | | Principal Suspensions | | | | |
| Number all others | | | | Superintendent Suspensions | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | | |
| (BESIS Survey) | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | | | | |
| # in Trans. Bilingual Classes | | | | Early College HS Participants | | | | |
| # in Dual Lang. Programs | | | | | | | | |
| # receiving ESL services only | | | | Number of Staff: Includes all full-time staff | | | | |
| # ELLs with IEPs | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | | | | |
| | | | | Number of Administrators and Other Professionals | | | | |
| Overage Students: # entering students overage for grade | | | | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | | | | |
| | | | | | | | | |
| | | | | Teacher Qualifications: | | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | | | | |
| American Indian or Alaska Native | | | | Percent more than two years teaching in this school | | | | |
| Black or African American | | | | Percent more than five years teaching anywhere | | | | |
| Hispanic or Latino | | | | | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | | | | Percent Masters Degree or higher | | | | |
| White | | | | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | | | | |
| Multi-racial | | | | | | | | |
| Male | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|--------------|--|--|--|--|--|--|--|
| Female | | | | | | | |

| 2009-10 TITLE I STATUS | | | | |
|--|---|-----------------------------------|-------------------------------|-------------------------------|
| <input type="radio"/> Title I Schoolwide Program (SWP) | <input type="radio"/> Title I Targeted Assistance | <input type="radio"/> Non-Title I | | |
| Years the School Received Title I Part A Funding: | <input type="radio"/> 2006-07 | <input type="radio"/> 2007-08 | <input type="radio"/> 2008-09 | <input type="radio"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
|--|------------------------------------|---|---------|----------------------------|---------|---------------|-----------------|
| SURR School: Yes <input type="radio"/> No <input type="radio"/> | | If yes, area(s) of SURR identification: | | | | | |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/> | | | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| <u>Differentiated Accountability Phase (Check ✓)</u> | | | | <u>Category (Check ✓)</u> | | | |
| | | | | Basic | Focused | Comprehensive | |
| In Good Standing (IGS) | | | | | | | |
| Improvement (year 1) | | | | | | | |
| Improvement (year 2) | | | | | | | |
| Corrective Action (year 1) | | | | | | | |
| Corrective Action (year 2) | | | | | | | |
| Restructuring (year 1) | | | | | | | |
| Restructuring (year 2) | | | | | | | |
| Restructuring (Advanced) | | | | | | | |
| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | | Secondary Level (✓) | | | |
| | ELA: | | | ELA: | | | |
| | Math: | | | Math: | | | |
| | Science: | | | Grad. Rate: | | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
| | ELA | Math | Science | ELA | Math | Grad. Rate** | Progress Target |
| All Students | | | | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | | | | |
| Hispanic or Latino | | | | | | | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | | | | | | | |
| Student groups making AYP in each subject | | | | | | | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|----|--|------------|
| Overall Letter Grade | NA | Overall Evaluation: | Proficient |
| Overall Score | | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | Proficient |
| School Environment (Comprises 15% of the Overall Score) | | Quality Statement 2: Plan and Set Goals | Proficient |
| School Performance (Comprises 25% of the Overall Score) | | Quality Statement 3: Align Instructional Strategy to Goals | Proficient |
| Student Progress (Comprises 60% of the Overall Score) | | Quality Statement 4: Align Capacity Building to Goals | Proficient |
| Additional Credit | | Quality Statement 5: Monitor and Revise | Proficient |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

What student performance trends can you identify?

State ELA and Mathematics:

After three years of uninterrupted gains in both ELA and Mathematics state exams (from only 24% Performance Level (PL) 2 or above in ELA in 2006 to 63% PL 2 or above in 2009 and from only 41% PL 2 or above in Math in 2006 to 78% PL 2 or above in 2009), scores this year, declined. The decline, though apparently typical across the state, is the result of the state increasing standards to determine proficiency. In effect, it appears that students will have to score higher this year and in future years, in order to meet the new standards.

A preliminary review of the state exam results indicate that the declines were not only across the board, but are consistent by grade as well. In ELA, approximately 35-40% of our students met promotional criteria in each of the grades (3-6). The percentage decline appears to be especially pronounced at the grade 5 level, where 92% of our students scored a PL of 2 or above last year, while our grade 3 students experienced a considerably smaller decline, as 45% of our students scored a PL of 2 or above last year.

In math, approximately 50-55% of our students in each of the grades (3-6) met promotional criteria. The percentage decline appears to be especially pronounced at the grade 3 level, where 93% scored a PL of 2 or above last year, while our grade 5 students experienced a considerably smaller decline, as 64% of our students scored a PL of 2 or above last year.

Acuity ELA and Mathematics ITAs:

A review of the Acuity ELA ITA data resulted in the following: approximately 90 students participated in the Fall administration and over 100 students participated in the Spring administration. Grade 3 scores (approximately 60% of the students) increased by about 5%, while grade 4 and 5 scores (approximately 40% of the students) decreased by approximately 10% or less.

A review of the Acuity Math ITA data resulted in the following: Approximately 100 students participated in the Fall administration and approximately 110 participated in the Spring administration. Average scores for students who took grades 3, 5 and 6 exams did not fluctuate from one administration to the next by more than 3-4 points in either direction, while students taking the grade 5 exams demonstrated a 15% decline in the Spring.

SWIS/OORS behavioral data:

When analyzing SWIS data, we found that the major disruptive category recorded was “Disrespect/Non-Compliance”, which accounted for 43% of incidences, followed by “Aggression/Physical Contact”, accounting for 36% of all infractions. Last year, those categories were reversed, with aggression being reported the most often.

SWIS has helped us to determine both location of most behavior incidents as well as time those behaviors occur. 93.75 percent of all incidents took place in the classroom. Additionally, times identified as most disruptive are transitions between classes and transitions of coverage teachers. Further, third graders had the highest number of incidents, accounting for 40% of all referrals.

When comparing 2008-2009 SWIS data to the same period this past year, we recorded a 14% decrease of referrals for inappropriate conduct. Last year there was an increase. In addition, when comparing the first half of the year (Sept-Jan) to the second half (Feb-June), there is a 7% decrease in referrals. Similarly, OORS data reveals comparable trends. The highest number of infractions for the 2009-2010 school year is A16, Disruptive Behavior on the School Bus, accounting for 47% of incidents, followed by A24, Horseplay which accounts for 33% of incidents. The majority of incidents occurred on the school bus.

ELCAS-2:

While not available in ARIS to date, following is a preliminary picture of our ECLAS results:

One hundred twenty grade K-3 students were administered the ECLAS-2 assessment in the past year. In total, 31% of these students mastered one half or more of the skills at their respective grade levels.

At the kindergarten level, 77% of our students mastered at least one half of the skills associated with their grade level, while there was a noticeable decline in the percentage of students mastering one half of the skills for students in grades 1-3 (32% of the students in grade 1 mastered one half or more of the associated skills, 27% did the same for grade 2 and only 6% mastered one half or more of the associated skills in grade 3).

WRAP Assessments:

A review of our WRAP assessments, taken by approximately 70 of our grade 4-6 students and 10 of our grade 3 students, resulted in the following: Approximately 32% of our students had a 1-2 level increase in their independent reading levels (IRL) while 24% of our students increased by 5 or more levels or achieved the highest level possible (Z).

The percentage of total students progressing this year (91%) compares favorably with last year's figures when 86% of our students showed an increase of 1 or more levels. Note that about 72% of our grade 4 students raised their IRL by 3 or more levels in the past year (an approximate full grade level equivalent), a percentage that we will strive to match or surpass at all grade levels in the coming years.

Conversely, about 9% of this student group experienced a decline or did not increase their Independent Reading Level in the past year. While 9% may be relatively small, we will actively work towards lowering this figure in the coming school year.

Learning Environment Survey:

According to the 2009-2010 NYC School Survey results, we increased in all areas, including Academic Expectations, Communication, Engagement and Safety & Respect compared to all other special education schools, scoring at Highest (Dark green) for engagement and between Highest and Average (lighter green) in the other three areas. Further, when determining the schools strengths and areas for improvement, it was noted that Students scored Highest (dark green), Parents scored between highest and average (lighter green) and Teachers scored as Average (grey). The lowest scores existed with teachers' responses, of whom, 38% have been a teacher more than 15 years, 14% worked as a teacher 11-15 years, 31% worked 4-10 years, 10% worked 1-3 years and 3% worked less than 1 year. This data suggests that we need to focus on our work with the teachers for the up-coming school year.

A specific analysis of the data inputted by teachers indicates the need to improve Safety & Respect between staff and respect from staff towards students. Twenty four percent of teachers felt that adults are often disrespectful to students and 36% of teachers felt that teachers do not trust each other. We are hopeful that the Social Emotional Literacy Initiative will increase the teachers' perception of Safety & Respect at our school.

Our lowest scoring response under Engagement was, "School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school", with 64% of teachers in agreement or strongly in agreement. Under Communication, 30% of teachers feel that school leaders do not encourage open communication on important school issues. Finally, under Academic Expectations, 31% of teachers feel that they do not have sufficient materials to teach and 30% feel that school leaders do not give regular feedback about their teaching.

Attendance:

When comparing attendance data from last year to this year, we found that Pre-K decrease by 2%, grade 5 decreased by 1% and grade 6 decreased by 2%. Grades K, 1, 2, 3, 4 all increased from 1-4%. Attendance for Alternate Assessment students remained the same (91%).

What have been the greatest accomplishments over the last couple of years?

A great accomplishment has been the implementation of Positive Behavior Interventions and Supports to assist in the implementation of PBIS at all sites. Further, we established an internal PBIS coach who attends trainings and meetings and facilitates in turn-keying information to the team and staff during ongoing PBIS Committee meetings. As a result, we have seen an increase in positive behaviors as evidenced by OORS and SWIS data and an increase of students earning Level II and III in our Power of Choice Program.

Over the past two years, we have opened two additional sites for students who are Alternate Assessment (PS 65 and PS 861). We have purchased a variety of programmatic Alternate Augmentative Communication (AAC) devices to increase expressive communication skills for

AA limited and non-verbal students with Autism to increase communication throughout the school day. These devices are easy to program and have become an integral part of classroom instruction engaging all students. Additional AAC devices were displayed throughout the school environment providing access to all students to increase independent communication skills.

This past year (2009-2010), our school's arts programs have expanded through staff reorganization with instruction delivered by teachers already on staff. Currently, visual arts instruction is delivered to the main site, Petrides and P861. Music instruction is delivered to the mini building, P58 and a 10 week residency in songwriting was provided at the main building. One of our foci last year was Performing Arts. A Dance Troop was established in the Mini Building with Autistic students. This troop performed during multiple assemblies and celebrations throughout the year. We have recently secured a \$5,000 grant for our Dance Program from North Shore Rotary Club. We will use this money to purchase equipment for our program. In addition, this year we participated in a district initiative, titled, "District 75 Idol". On the school level, we created "P373 Idol" which was a collaborative approach to working with students on Performing Arts where all students from all sites were invited to participate. Two students from our school were chosen to be in the District semi-finalists and one student was in the finals. In addition to focusing on Performing arts, we also strongly believe that all students must be educated in the Least Restrictive Environment. To that end, we have collaborated with District 31 to present "A Night of Performing Arts", which took place in June 2010.

Other Art accomplishments include an article in In Touch magazine regarding our students and art teacher sending Georgio Armani special art work to thank him for supporting the arts in education. In turn, Mr. Armani displayed the artwork in his office and sent every student a framed picture of himself with the artwork in the background. This was also posted on Facebook. Also, our students' artwork was featured in the VSA calendar and one of our student's artwork was used as an invitation cover for the 2009 Mayor's Award ceremony.

What are the most significant aids or barriers to the school's continuous improvement?

- Most of our Standardized students have been referred to our school because they were unsuccessful in their prior school placement because of both school and outside obstacle. , 17% repeated the same grade, 29% (grades 3-6) were promotion-in-doubt, and many are or have been in foster care placement. Many of these students are diagnosed with such disorders as Attention Deficit (Hyperactive) Disorder (ADHD), Oppositional Defiance Disorder (ODD), Bipolar Disorder, various spectrums of Learning Disorders and recently have been re-evaluated with guidance from advocates to be classified as Autism.
- Many of our Standardized students, although required to take state exams on their chronological/grade level, are far below meeting standards due to their emotional needs and/or learning disorders. This also includes students who have missed out on a crucial early childhood education due to lack of participation as a result of displaying severe behavioral outbursts.
- Physical, Occupational and Speech therapy strongly support the students' learning process throughout the day. Students continue to be underserved or unserved in OT and Speech.
- Creative deployment of administrators, coaches, required to support new staff and students at all sites.
- Inconsistent and non-timely data within the department system.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. **By June, 2011, there will be a decrease in inappropriate student behaviors /reactions by 5% as evidenced by referral logs and incident reports.**
2. **Students in standardized assessment programs will increase their independent reading levels by reaching more advanced levels in assessments, as evidenced by Reading Running Records.**
3. **By June, 2011, there will be an increase in the Basic Reading Readiness skills for 50% of alternate assessment students who are Reading-Ready, as evidenced, by a 20% increase of readiness skills using Brigance Assessments.**
4. **By June, 2011, there will be a 5% increase in positive teacher reviews of school leadership as evidenced by the 2010-2011 NYC Learning Environment Survey.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Goal 1: Social Emotional Learning

Subject/Area (where relevant): _____

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June, 2011, there will be a decrease in inappropriate student behaviors /reactions by 5% as evidenced by referral logs and incident reports.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • By August, we will develop an Emotional Literacy Committee of key staff who will become “master-trainers” and help to implement the program and role model appropriate skills. • Discuss and enforce shared vision of Teamwork in the Best Interest of Children. • Meet with team in September, including District Coaches (Naomi Jandorf and David Adams) to plan PD for roll-out. • Develop a School Charter draft with the team to introduce to staff. • Provide Professional Development with staff on how to create a School Charter, on Election Day, using the following questions as a guide to create the P373 School Charter: <ol style="list-style-type: none"> 1- How do we all want to feel during our interactions with each other today and at school? 2- What do we all need to do in order to have these feelings consistently? 3- How will we handle disagreements, uncomfortable feelings and conflict? What will we do in order to avoid withdrawing and gossiping? 4- How will we promote positive emotions and cooperative behavior? • Post, utilize and review school charter in during staff meetings, and on a regular basis. • Each class in the main building will create a Class Charter with their students using similar questions as above. |

| | <ul style="list-style-type: none"> • Introduce the Mood Meter during Election Day and follow up by modeling, during cohort meeting, during assemblies, etc. • Provide PD for all counselors on using the Mood Meter with students. • Parent Coordinator will devise and implement a plan to implement EL with parents. • Select Point Persons for each anchor of EL • Rubrics will be used to determine needs and assist with action planning throughout the process | | | | | | | | | |
|---|---|------------------------------|------------------------------|------------------------|----------|-----------|------------------|------|-----------|----------------------|
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Purchase of Mood Meter Posters and other applicable materials for each class, including clusters. • OTPS for SWIS –Student Wide Information System which tracks minor behavior infractions. (\$250 per year) • Training with Marc Bracket for 2 administrators: \$600 • Training for 3 additional staff: \$2,100 • Teacher paid preps to facilitate meetings • Use of substitute teachers | | | | | | | | | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • A decrease in SWIS referrals when comparing first quarter to final quarter <p>SWIS data will be reviewed to revise the program as necessary and progress will be noted mid-year (February) and end-year (June). Overall, a decrease in SWIS referrals infers an increase in student instructional time, ultimately impacting student assessment scores.</p> <table border="1" data-bbox="739 1081 1969 1282"> <thead> <tr> <th><u>Periodic Review Dates</u></th> <th><u>Instrument of Measure</u></th> <th><u>Projected Gains</u></th> </tr> </thead> <tbody> <tr> <td>February</td> <td>SWIS data</td> <td>Decrease of 2-3%</td> </tr> <tr> <td>June</td> <td>SWIS data</td> <td>Total decrease of 5%</td> </tr> </tbody> </table> | <u>Periodic Review Dates</u> | <u>Instrument of Measure</u> | <u>Projected Gains</u> | February | SWIS data | Decrease of 2-3% | June | SWIS data | Total decrease of 5% |
| <u>Periodic Review Dates</u> | <u>Instrument of Measure</u> | <u>Projected Gains</u> | | | | | | | | |
| February | SWIS data | Decrease of 2-3% | | | | | | | | |
| June | SWIS data | Total decrease of 5% | | | | | | | | |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal 2: English Language Arts (SA)

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Students in standardized assessment programs will increase their independent reading levels by reaching more advanced levels in assessments, as evidence by Reading Running Records.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Baseline ECLAS and WRAP data will be measured and recorded in September – October. Progress Monitoring will be completed in February and June. • Goal checklists will be created based on the baseline assessments; students will work with teachers to set goals and monitor progress. • Implement Independent Reading and Conferencing during the second half of lunch so that students demonstrate the value in reading and increase independent reading time during the school day. • Introduce new reading program, Treasures, and provide professional development and additional support through the school-based coach. • Create Inquiry team(s) to research, discuss and implement different strategies to increase independent reading levels. • Teams of teachers will research and choose different strategies to implement in their classrooms to determine what works best for groups of students. • Reading strategies will be modeled by coaches and practiced in the classroom using a balanced literacy approach. • Students will work with teachers to set goals and monitor progress. • Teacher teams will discuss implications for next year’s plans and goals. • Inquiry Teams will share their work with other teams during Brooklyn Queens PD day. |

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

- F-status ELA school-based coach
- Purchase of Treasures curriculum

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- ECLAS running records
- WRAP running records
- ELA checklists

We will use the above assessments three times during the year to determine progress. The plan will be revised as needed if there are not sufficient gains made during progress monitoring.

| <u>Periodic Review Dates</u> | <u>Instrument of Measure</u> | <u>Projected Gains</u> |
|------------------------------|------------------------------|--|
| February | Running Records | Increase of 1 level for 40% of student |
| | ELA Checklists | 25% increase for 50% of students |
| May/June | Running Records | 1 - 2 levels for 60% of students |
| | ELA Checklists | 50-75% increase for 75% of students |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal 3: English Language Arts (AA)

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June, 2011, there will be an increase in the Basic Reading Readiness skills for 50% of alternate assessment students who are Reading-Ready, as evidenced, by a 20% increase of readiness skills using Brigance Assessments.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Expand the SMILES (write out acronyms for the first use) program to 6 additional classes • Identify teachers and turn-key SMILES program training. • Increase the 4 number of AA classes using Foundations • Provide additional workshops on the use of Foundations. • Provide additional support through district coach and School Based Coach • Provide support and opportunities for staff to engage in inter-visitation between teachers. • School Based Coach will prepare data packets for teachers • Collect and record baseline Brigance (Inventory of Early Development) data in October • Use Brigance, SMILES or Foundations baseline data to create ELA goal checklists for all students. • The items below are part of interim review. Goes in bottom section • Checklists will be reviewed three times during the year. This is an interim measure, goes on the bottom section • Benchmark data will be collected throughout the year based on literacy programs that are being utilized (SMILES, Foundations) to increase literacy skills. • Peer review of data to take place during cohort meetings |

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

- Purchase additional SMILES kits
- Purchase needed materials for program including but not limited to wipe-off boards, paper, dry-erase markers, language master, etc.
- Substitute teachers to cover classes for inter-visitations.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Pre and Post SMILES data
- ELA checklists
- Brigance Data

We will use the above assessments three times during the year to determine baseline and progress. The plan will be revised as needed if there are not sufficient gains made during progress monitoring.

| <u>Periodic Review Dates</u> | <u>Instrument of Measure</u> | <u>Projected Gains</u> |
|------------------------------|------------------------------|------------------------|
| February | Brigance: | 20% |
| | SMILES: | 20% |
| | Checklists: | 10% |
| June | Brigance: | 60% |
| | SMILES: | 40% |
| | Checklists: | 20% |

| | <p>sporting event in order to boost morale.</p> <ul style="list-style-type: none"> • During each cohort meeting, a different teacher will be recognized and awarded with a certificate for different accomplishments. • Teachers will complete the same school-based survey again in June. • Results will be compared to the October survey and shared with staff. This is an interim measure | | | | | | | | | | | |
|---|---|---|------------------------------|------------------------|----------|-----------------------|----|------|------------------|---|---|---|
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Hire substitute teachers to free teachers as needed • Provide paid preps for teachers as needed | | | | | | | | | | | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Cohort Meeting Agenda • Pre and Post Teacher Survey Results • 2010-2011 NYC Learning Environment Survey Results. <p>Our final 2011 environment survey results will determine if we have met our goal, however, interim indicators of progress will include the surveys that we use with teachers before implementation of the action plan compared to results of surveys conducted after implementation of our plan.</p> <table border="1" data-bbox="739 1006 1969 1344"> <thead> <tr> <th><u>Periodic Review Dates</u></th> <th><u>Instrument of Measure</u></th> <th><u>Projected Gains</u></th> </tr> </thead> <tbody> <tr> <td>December</td> <td>Baseline staff survey</td> <td>NA</td> </tr> <tr> <td rowspan="2">June</td> <td>Follow-up survey</td> <td>25% increase in positive applicable responses</td> </tr> <tr> <td>2010-2011 NYC Learning Environment Survey</td> <td>5% increase in positive teacher reviews</td> </tr> </tbody> </table> | <u>Periodic Review Dates</u> | <u>Instrument of Measure</u> | <u>Projected Gains</u> | December | Baseline staff survey | NA | June | Follow-up survey | 25% increase in positive applicable responses | 2010-2011 NYC Learning Environment Survey | 5% increase in positive teacher reviews |
| <u>Periodic Review Dates</u> | <u>Instrument of Measure</u> | <u>Projected Gains</u> | | | | | | | | | | |
| December | Baseline staff survey | NA | | | | | | | | | | |
| June | Follow-up survey | 25% increase in positive applicable responses | | | | | | | | | | |
| | 2010-2011 NYC Learning Environment Survey | 5% increase in positive teacher reviews | | | | | | | | | | |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 27 | 27 | N/A | N/A | IEP Mandated | IEP Mandated | IEP Mandated | IEP Mandated |
| 1 | 60 | 60 | N/A | N/A | IEP Mandated | IEP Mandated | IEP Mandated | IEP Mandated |
| 2 | 61 | 61 | N/A | N/A | IEP Mandated | IEP Mandated | IEP Mandated | IEP Mandated |
| 3 | 75 | 75 | N/A | N/A | IEP Mandated | IEP Mandated | IEP Mandated | IEP Mandated |
| 4 | 72 | 72 | 72 | 72 | IEP Mandated | IEP Mandated | IEP Mandated | IEP Mandated |
| 5 | 62 | 62 | 62 | 62 | IEP Mandated | IEP Mandated | IEP Mandated | IEP Mandated |
| 6 | 17 | 17 | 17 | 17 | IEP Mandated | IEP Mandated | IEP Mandated | IEP Mandated |
| 7 | 11 | 11 | 11 | 11 | IEP Mandated | IEP Mandated | IEP Mandated | IEP Mandated |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|---|
| ELA: | <p>-Programs include but are not limited to: Wilson (phonetic approach to assist in the development of language to strengthen reading skills in struggling readers), Great Leaps (develops fluency in reading through 5th grade), RAZ Kids (computer program that aids in decoding and fluency), Leap Pads (handheld reading devices), and Starfall (fluency program). All grades are included as needed. Students are selected as per individual need and services are provided during the day. Classroom teachers and paraprofessionals work with children either 1:1 or in small groups in separate areas and/or learning centers within each classroom three to five times per week. For students in Alternate Assessments, we provide opportunities to increase communication and functional skills integrated in the ELA content area through adapted curriculums such as the <i>(SMILE) Structured Methods in Language Education</i> is used with our students having severe language disabilities due to such factors as autistic disorder, central auditory dysfunction, impaired hearing, or cognitively challenged. SMILE develops a hierarchy of skills leading from phonology to morphology to syntax. It starts with the smallest unit of language, the phoneme, which is immediately associated with its written representation, the grapheme. As soon as the sound system and a number of words have been learned, syntax is taught through linguistic string formulas and sentence patterns. The teaching progresses from simple to complex at each level of the curriculum. The SMILE approach also incorporates development of attention, specific and consistent teaching methodology, use of structure and routine, immediate reinforcement, successive approximations leading to exact repetition, pattern practice and substitution/transformation drills, and ongoing attention to generalization.</p> <p>We also provide opportunities for student to use <i>Reading Milestones</i>, a program that introduces vocabulary, syntax, and idiomatic language in very small steps and reinforces this learning before introducing new materials.</p> <p>MeVille to WeVille by AbleNet integrates reading, writing, speaking and listening skills through the use of technology and the use of a variety of augmentative and communication systems. The curriculum is organized into 3 units which provides for meaningful learning experiences while incorporating literacy in vocabulary development and learning new words. Students develop skills such as a sense of who they are and increasing interaction with peers and increase expressive communication through the use of communication systems.</p> <p>, Picture Exchange systems and the use of Assistive-Adaptive Communication Technology to develop, practice and increase communication and functional skills throughout the school day to foster the connection between what is learned in school and connect it to the</p> |

| | |
|----------------------------|---|
| | <p>“real world.” Classroom teachers and paraprofessionals work with students in the classroom either in 1:1 in work station areas, small group instruction, and/or throughout the school environment to practice skills to foster development in spontaneous communication skills through AAC technology.</p> |
| <p>Mathematics:</p> | <p>-Math Steps (supplemental program to reinforce math concepts as needed), ED Math games on line (motivating on line math games), and Everyday Math games (hands-on games to motivate and assist with students who need the hands on manipulatives to learn). All grades are included as needed. Students are selected as per individual need and services are provided during the day. Classroom teachers and paraprofessionals work with children either 1:1 or in small groups in separate areas and/or learning centers within each classroom for the last 15 minutes of the double math block on a daily basis. For students in Alternate Assessments, we provide opportunities to increase functional skills development integrated in the Math content area to increase usability and functionality using math skills.</p> <p>Students use Picture Exchange systems and the use of Assistive-Adaptive Technology to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the ‘real world’. Classroom teachers and paraprofessionals work with students in the classroom either in 1:1 in work station areas, small group instruction and/or throughout the school environment to practice skills to foster development in spontaneous communication skills to express strategies to problem solve including access to technology. We provide opportunities to increase functional Math skills through curriculums such as <i>Equals by Ablenet</i>. It encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Lessons provide three levels of instruction for students with mild, moderate, and severe disabilities. Continental Press provides basic skills practice for low-level learners. Titles include Time, Numbers, Money, Measurement, and Number Operations.</p> |
| <p>Science:</p> | <p>-Grades 4-6 are included as needed. Students are selected as per individual need and services are provided during the day. Classroom teachers and paraprofessionals work with children either 1:1 or in small groups in separate areas and/or learning centers within each classroom. For students in Alternate Assessments we provide opportunities to increase functional skills development integrated in the Science content area to increase functional skills. Students will use Picture Exchange systems and the use of Assistive-Adaptive Technology to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world.” Classroom teachers and paraprofessionals work with students in the classroom either in 1:1 in work station areas, small group instruction and/or throughout the school environment to practice skills.</p> |

| | |
|--|--|
| Social Studies: | <p>-Grades 4-6 are included as needed. Students are selected as per individual need and services are provided during the day. Classroom teachers and paraprofessionals work with children either 1:1 or in small groups in separate areas and/or learning centers within each classroom. For students in Alternate Assessments provide opportunities to increase functional skills integrated in the Social Studies content area through adapted curriculums such as the MeVile to WeVile family and Community Units of Study by Ablenet. Students will use Picture Exchange systems and the use of Assistive-Adaptive Technology to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world.” Classroom teachers and paraprofessionals work with students in the classroom either in 1:1 in work station areas, small group instruction and/or throughout the school environment to practice skills.</p> |
| At-risk Services Provided by the Guidance Counselor: | IEP mandated |
| At-risk Services Provided by the School Psychologist: | IEP mandated |
| At-risk Services Provided by the Social Worker: | IEP mandated |
| At-risk Health-related Services: | IEP mandated |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-6 Number of Students to be Served: 12 LEP Non-LEP

Number of Teachers 2 Other Staff (Specify) 2 Classroom Paraprofessionals and one 1:1 Paraprofessional, 1-Administrators, Secretary

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P373R Robert Randall School is a District 75 Special Education school that has five sites, located throughout Staten Island. The school grades range from pre-K to grade 6. There are a total of 406 special needs students with physical, cognitive and emotional disabilities. Our students are diagnosed with Autistic Spectrum Disorder, Mental Retardation, Emotional Disturbance, and Multiply Handicapped. Students are placed in classes according to their Individual Education Plan in ratios of 6:1:1, 8:1:1 and 12:1:1.

Our core mission is to support student success with individualized programs developed within the core curriculum based on formative and summative student data and to provide an educational environment that will enable all students to recognize, understand, label, express and regulate their emotions in order to be successful in all academic programs. Our vision is Teamwork in the Best Interest of Children.

The Testing Coordinator of both alternate and standardized programs distributes all testing materials to ensure compliance with NYS and citywide assessments. Student instruction is also supported by several programs and initiatives including: Foundations, leveled libraries, Me-Ville to We-Ville, Positive Behavior supports using PBIS, Everyday Mathematics, SMILE, Get Ready to Learn, RAZ Kids, Treasures Reading Program, Move To Improve and technology software, as well as ongoing collaboration between the ELL teacher and classroom teachers to create a collaborative approach to student achievement. For all students, including students with Limited English Proficiency (LEP).

Our ESL program supports curriculum designed to assist ELLs in the attainment of English Language Proficiency, including Reading, Writing, Speaking and Listening, in all content areas. The ESL teacher applies the knowledge of Special Education methodologies to those students who participate in NYSESLAT and standardized State testing. The administration ensures that ESL students receive the mandated services for English Language acquisition and diverse learning styles. The linguistic diversity in our school community drives the selection of programs which meet student needs as mandated by CR Part 154.

The school **Language Allocation Policy** serves as the guiding principle for our ESL program. Within the (LAP) we have identified our English Language Learners and addressed the engagement of varied educational services. Student needs, goals and objectives for language acquisition and the conceptual development of our ELL community is stated in this document.

There are 7.14% (29 children including 4 x-coded students) of the 406 student population at PS373R who have been identified as English Language learners. Our English Language Learners speak languages from various cultural descents including Spanish, Chinese, Punjabi, Bengali and Albanian. Please refer to the chart below, which represents the ELL community in detail as per our Language Allocation Policy.

| <u>Language</u> | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>Total</u> |
|-----------------|----------|----------|----------|----------|----------|----------|----------|--------------|
| Spanish | 3 | 5 | 1 | 2 | 3 | 4 | 1 | 19 |
| Chinese | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Punjabi | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 3 |
| Bengali | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Albanian | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 |
| Total | 5 | 6 | 2 | 2 | 5 | 6 | 3 | 29 |

In the 2009-2010 school year, 29 students participated in the NYSESLAT. The overall NYSESLAT report indicates that the majority of our ELL students scored at the beginning level. In reviewing the NYSESLAT data, our team found that the students' strengths are in the listening/speaking modalities of the NYSESLAT across the board. We believe that this is due to the nature of the students' disabilities in addition to their varying language proficiency levels. Sixteen students scored at Beginning Level, eleven students scored as Intermediate, and one student scored as Advanced.

NYSESLAT Scores

| 75R373 | # of ESL Students by Grade | | | |
|---------------|-----------------------------------|---------------------|-----------------|---------------|
| Level: | Beginning | Intermediate | Advanced | Totals |
| | | | | |

| | | | | | |
|---------------|---|---|---|--|---|
| Grade: | | | | | |
| K | 0 | 0 | 0 | | 0 |
| 1 | 7 | 2 | 0 | | 9 |
| | | | | | |
| 2 | 5 | 1 | 0 | | 6 |
| 3 | 2 | 3 | 1 | | 6 |
| 4 | 2 | 2 | 0 | | 4 |
| 5 | 0 | 2 | 0 | | 2 |
| 6 | 0 | 1 | 0 | | 1 |

In addition to the mandated ESL support as CR part 154 mandates (k-8 360 minutes of ESL for beginning and intermediate, 180 minutes of ESL for Advanced students as well as 180 minutes of ELA) which our students receive throughout the school day, educational options for our ELLs are presented in various forms. These may include materials from our ESL teacher, home activities, speech /language delivered in English and Alternate Placement Paraprofessionals.

To further ensure the academic growth of our ELL community, this year, we were awarded the amount of 15,000 in Title III (NCLB) funding to assist in bridging language and communication gaps for English learners. We will initiate a "Families Learning Together" Saturday program for ELL students and their families.

"Families Learning Together" is in the initial stages of development. It has been determined that a Saturday group that engaged both parents and ELLs in varied activities will be a viable option for supporting our ELLs and their families. We are anticipating that all ELLs will be in attendance of our program. We have sent out an interest/availability survey to all families of ELL students to encourage and motivate them to attend all activities. The program will build language and communication as families work side by side with students and instructors, creating home schedules, adaptive books and favorite dish recipes through the use of computer technology and through multisensory activities.

Description of Title III program:

Our Saturday instructional institute entitled: "Families Learning Together" will begin in February. The focus of the program will be the incorporation of technology and hands-on activities in order to build literacy and functional communication in the ELL community. This program is a Saturday supplement to regularly delivered instruction. It will engage families in meaningful, enjoyable activities which will

teach and incorporate communication skill- building utilizing Mayer Johnson /Board Maker programs to create at home schedules, take home adaptive books, as well as fun recipes and starter poetry. Families will learn the importance and value of building communication systems that are utilized not only in school, but at home as well.

The program will be aligned with standards that will enhance cross-cultural exchanges among different communities. (NYS standard #5) These sessions will also actively address NYS ESL Standards as well as English Language Arts Standards for listening, reading, writing and speaking for proficiency of language and curriculum content. The benefits of ELL participation in this program will result in an increase in language proficiency. There will also be a projected increase in school and community activities, as families will become empowered by attaining greater proficiency of Expressive language in English. We will use components of the ABLLS-R assessment in order to assess the success of the program.

Our certified ESL teacher will work with one group of students and a Special Education teacher, who also has an ESL license, will work with another group of students to ensure that each student in the Title III Saturday program receives discrete ESL instruction. Both instructional groups will have the opportunity to receive specialized services in language acquisition. Additionally, there will be three paraprofessionals and one one-to-one paraprofessional. There will also be one supervisor to supervise the program as the Title III program will take place on a Saturday and not a school day.

The instructional institute will run for seven, four-hour sessions on a series of consecutive Saturdays commencing in February 2011. Workshop hours will run from 9am until 1pm. Student IEP goals will be addressed during the implementation and delivery of instruction. Grouping and differentiation will be implemented, as learners will be placed accordingly with ability levels. One to one instruction will also take place as necessary in designated areas of student support. Staffing will remain in line with IEP mandates. Children will be grouped accordingly in two classes of 6:1:1 ratios.

Description of the supplemental Service needs

- ❖ The applicable translation paraprofessionals will be available for our parents needs.
- ❖ The Main sight will be accessible for students and families with disabilities, including parking for those families who drive.
- ❖ All participants will have an opportunity to receive instruction in English as well as through ESL methodologies and with assistance of Alternate Placement Paraprofessionals.

Description of how supplemental service complement basic (mandated) service

- ❖ Translation services will facilitate delivery of instruction for all participants

- ❖ Supplemental services will provide additional hours of instruction, hence increasing time on task and providing more opportunities to be successful on various assessments.
- ❖ Ensuring access for all participants will facilitate delivery of instruction for all participants
- ❖ Reinforcing use of schedules for 6:1:1 students by assisting parents and students in the use of Mayor Johnson symbols and by the creation of family stories which will reinforce literacy skills.

Description of scientifically based research for supplemental instruction program

- ❖ New York State Department Office of Bilingual Education (OBE) Learning standards and Performance Indicators-LEP students with special needs instruction is based on NYS ESL learning standards characterized by using language to learn language.
- ❖ English Language Learners with Special Needs Effective Instructional Strategies, Ortiz, 2001
- ❖ Accelerating Academic Language Development/Six Strategies for Teachers of English Learners, New Teacher Center, UC Santa Cruz, 2005
- ❖ Practical Strategies On Alternate Assessment for ESL Students, Tannenbaum, 1996

Description of assessment used to determine success/ impact of support

- ❖ ABLLS-R
- ❖ NYSESLAT, May 2010 results will be compared against May 2011 results.
- ❖ Teacher assessments, data portfolios and program-based assessment.
- ❖ Checklists and Rubrics

Description of orientation session provided to parents about Title III supplemental program

- ❖ PTA meetings
- ❖ SLT Meetings
- ❖ Family Surveys
- ❖ Spring and Fall Parent Conferences
- ❖ Annual Review Conferences
- ❖ Letters

II. Parent Involvement

Parental inventory was used to gather information regarding availability and interest in Saturday programming. The survey calculated parents' interests regarding Saturday instruction (topics) as well as if parents were available to attend a Saturday program.

Upon the start of this program, we will engage parents as well as students who attend the program in the development of new language and academic learning in English with support in native language utilizing technology during instruction to facilitate communication. Information will be provided to parents in both their native language and English. There will also be interpretation provided on site during the Saturday program.

We will focus on modeling strategies to improve listening, speaking, reading, writing and integrating technology in the creation of communication boards, home schedules as well as creating adaptive books, and other activities based on family need.

The program goals will be based on ABLLS-R, NYSESLAT, student's Datafolio, checklists and IEP goals. Students will utilize manipulatives such as picture symbols, communication boards, technology and AAC devices to enable communication. Metro cards will be provided to families so that they may come to the program without out of pocket expenses. There will also be lunch available.

The team will be comprised of an Assistant Principal who will supervise the program, certified ESL teacher and a special education teacher, who also holds ESL certification. In addition we will hire a total of three paraprofessionals (2 bilingual Spanish paraprofessionals and a one 1:1 paraprofessional).

ESL teacher will deliver expanded and ongoing professional development and implementation of ESL strategies and methodologies to staff. All ELL students will have an opportunity to attend workshops with ESL instructor or activities directly shaped by ESL teacher for this program. Specific strategies such as modeling, scaffolding, graphic organizers, contextualization and bridging will be demonstrated and utilized by students and staff.

III. Professional Development Program

Focus of PD:

The focus of professional development for teachers and paraprofessionals (taking place one day a week for two hours, per session, over seven sessions: one hour before and one hour after the Program) will include activities that focus on the facilitation of visual communication to enhance socialization and expressive/ receptive communication skills. In addition, we will focus on engaging staff in activities through

| | | |
|--|-------------|--|
| | | for this title. |
| Professional Salaries - Per session | \$11,182.21 | <p>Preliminary Professional Development: (to take place prior to the commencement of the Title III Program)</p> <p>1 Supervisor x 1.5 hours x 2 sessions x \$52.21 = \$156.63 2 Teachers x 1.5 hours x 2 sessions x \$49.89 = \$299.34 3 Paraprofessionals x 1.5 hours x 2 sessions x \$28.98 = \$260.82</p> <p>Instructional Program:</p> <p>1 Supervisor x 4 hours x 7 sessions x \$52.21 = \$1,461.88 2 Teachers x 4 hours x 7 sessions x \$49.89 = \$2,793.84 3 Paraprofessionals x 4 hours x 7 sessions = \$28.98 = \$2,434.32 1 Secretary x 2 hours x 7 sessions x \$30.74 = \$430.36</p> <p>Professional Development:</p> <p>1 Supervisor x 2 hours x 7 sessions x \$52.21 = \$730.94 2 Teachers x 2 hours x 7 sessions x \$49.89 = \$1,396.92 3 Paraprofessionals x 2 hours x 7 sessions x \$28.98 = \$1,217.16</p> |
| Supplies & Materials | \$2,892.79 | Materials for Book Making/ Schedule Making/ESL Activities. See Itemized list "attached" |
| Food & Beverage | \$700.00 | Food and Beverage will be provided at each of the 7 program sessions. (For Example: a light breakfast/lunch with coffee/tea/juice) |
| Metro Cards | \$225.00 | Metro Cards will be available to students & their families for travel to and from the program, if no other means of transportation is available. (50 Metro Cards @ \$4.50ea. = \$225.00) |
| Total | \$15,000.00 | Total Expenditures for The PS373R "Families Learning Together" Saturday Program |

PS373R - Itemized List of Materials for Title III Program

Vendor: Staples

Helios 30 Binding Machines: for Book Making

2 @ \$82.47ea = \$164.94

Thermal Presentation Covers

6 boxes @ \$7.26 each = \$43.56

Paper for Book Making 8 1/2 x 11 24lb

5 rms @ \$ 5.23 each = \$ 26.15

Toner for LEX C534n color lazer printer

Black -\$86.96, Magentas - \$111.20, Yellow - \$111.20, Cyan - \$11.20

2 of each = \$841.12

Voyager VY125 Laminating Machine - \$303.98

Letter Size Laminating Pouches – 8 boxes @ \$17.50ea. = \$105.00

Markers – Crayola Washable – Classpack – 5 @ \$43.36

Markers Assorted Permanent – 12pk – 6 @ \$6.68ea = \$40.08

Velcro – Hook & Loop – 8 @ \$8.73ea = \$69.84

Recycled copy paper – 3 Ctns @ \$33.74 ea = \$67.48

Staples Marble Composition Book (2pk) – 19 @ \$2.63ea = \$49.97

Vendor: R & M Lettergraphics

Cold Laminating Rolls for Student-made Schedules – 1 set @ \$271.55

Vendor: A.I Friedman

Oak Tag 24” x 36” – 50 Sheets @ \$.56ea = \$28.00

Vendor: Barclay School Supplies

Standard Pocket Charts – 3 @ \$24.35ea = \$73.05

Vendor: Attainment Co.

Communication Book w/ clear pockets – 15 @ \$22.32ea = \$334.80

Vendor: School Specialty:

Language Patterns & Vocabulary Kit for English Language Learners - \$93.77

Beginning Phonics Kit for English Language Learners - \$127.27

Projected Budget: \$2,892.79

Total Expenditures: **\$2,892.36**

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parent support staff meets with parents at all new intake meetings to assess parent language needs. If required, to obtain translations we use the resources of District 75's, Parent Support Office @ 400 First Ave. NY, NY.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

At least one parent of each student currently enrolled speaks English or Spanish as their primary language. We are provided with documents by our district and by the Department of Education in those languages.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

District will be informed and within two business days and translated documents will be emailed to the school.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**We will use the NYC DOE Office of Family Engagement and Advocacy Translation and Interpretation Unit services.
Phone #: 718-752-7373, EXT. 4**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Language translation services will be available to parents in emergency and other situations. A staff member will be available to handle calls and face to face meetings in those situations in accord with the regulation.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|-------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | | | |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(☑)</i> | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i> | Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|--|--|----|-----|---|--|-----------|
| | | Yes | No | N/A | | Check <i>(☑)</i> | Page #(s) |
| Title I, Part A (Basic) | Federal | | | | | | |
| Title I, Part A (ARRA) | Federal | | | | | | |
| Title II, Part A | Federal | | | | | | |
| Title III, Part A | Federal | | | | | | |
| Title IV | Federal | | | | | | |
| IDEA | Federal | | | | | | |

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

| | | | | | | | |
|----------|-------|--|--|--|--|--|--|
| Tax Levy | Local | | | | | | |
|----------|-------|--|--|--|--|--|--|

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| | | |

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
Currently we have 8 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receives support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---------------------|-----------|-------------|--------|---------------|--|--------------|--|
| School Name: | P.S. R373 | | | | | | |
| District: | 75 | DBN: | 75R373 | School | | 307500015373 | |

DEMOGRAPHICS

| | | | | | | | |
|----------------|-------|---|---|---|----|----------|---|
| Grades Served: | Pre-K | v | 3 | v | 7 | 11 | |
| | K | v | 4 | v | 8 | 12 | |
| | 1 | v | 5 | v | 9 | Ungraded | v |
| | 2 | v | 6 | v | 10 | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|------------|------------|------------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 46 | 20 | 20 | | | | NR |
| Kindergarten | 34 | 17 | 20 | | | | |
| Grade 1 | 72 | 28 | 37 | | | | |
| Grade 2 | 58 | 50 | 37 | | | | |
| Grade 3 | 52 | 28 | 38 | | | | |
| Grade 4 | 38 | 42 | 34 | | | | |
| Grade 5 | 28 | 31 | 39 | | | | |
| Grade 6 | 12 | 7 | 10 | | | | |
| Grade 7 | 0 | 0 | 0 | | | | |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | | | | |
| Grade 10 | 0 | 0 | 0 | | | | |
| Grade 11 | 0 | 0 | 0 | | | | |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 70 | 155 | 170 | | | | |
| Total | 410 | 378 | 405 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | 84.4 | 77.6 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| | 40.1 | 0.0 | NA |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 7 | 8 | 7 |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 1 | 0 | 0 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 364 | 358 | 0 | Principal Suspensions | 0 | 3 | 4 |
| # in Collaborative Team Teaching (CTT) Classes | 46 | 20 | 20 | Superintendent Suspensions | 7 | 2 | 1 |
| Number all others | 0 | 0 | 385 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | 0 | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 7 | TBD | Number of Teachers | 82 | 91 | 0 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 60 | 57 | 0 |
| # receiving ESL services only | 16 | 20 | TBD | | | | |
| # ELLs with IEPs | 1 | 29 | TBD | | | | |

These students are included in the General and Special Education enrollment information above.

| Number of Educational Paraprofessionals | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 56 | 60 | 0 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 0.0 |
| | | | | % more than 2 years teaching in this school | 67.1 | 59.3 | 0.0 |
| | | | | % more than 5 years teaching anywhere | 42.7 | 42.9 | 0.0 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 93.0 | 89.0 | 0.0 |
| American Indian or Alaska Native | 1.0 | 0.8 | 1.5 | % core classes taught by "highly qualified" teachers | 88.6 | 94.8 | 0.0 |
| Black or African American | 36.3 | 33.6 | 31.9 | | | | |
| Hispanic or Latino | 21.7 | 21.2 | 20.5 | | | | |
| Asian or Native Hawaiian/Other Pacific | 2.0 | 2.1 | 2.5 | | | | |
| White | 38.0 | 42.3 | 43.7 | | | | |
| Male | 82.4 | 84.7 | 83.5 | | | | |
| Female | 17.6 | 15.3 | 16.5 | | | | |

2009-10 TITLE I STATUS

| | Title I | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | Category | | |
|--|-------------------------------|--|----------|---------|---------------|
| | In Good | | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | |
| | Improvement Year 2 | | | | |
| | Corrective Action (CA) – Year | | | | |
| | Corrective Action (CA) – Year | | | | |
| | Restructuring Year 1 | | | | |
| | Restructuring Year 2 | | | | |
| | Restructuring Advanced | | | | |

Individual Subject/Area AYP Outcomes:

| Elementary/Middle Level | | Secondary Level | |
|-------------------------|--|------------------|--|
| ELA: | | ELA: | |
| Math: | | Math: | |
| Science: | | Graduation Rate: | |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|----------------|-------------------------|------|---------|-----------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | | | | | | | |
| Ethnicity | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | | | | |
| Hispanic or Latino | | | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | | | | | | | |
| Student groups making | | | | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | NR |
| Overall Score: | 56.1 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 10.2 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 9 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 33.9 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 3 | | | | | | |

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| KEY: AYP STATUS | | KEY: QUALITY REVIEW SCORE | | | | | |
| v = Made AYP | | U = Underdeveloped | | | | | |
| vSH = Made AYP Using Safe Harbor Target | | UPF = Underdeveloped with Proficient Features | | | | | |
| X = Did Not Make AYP | | P = Proficient | | | | | |
| – = Insufficient Number of Students to Determine AYP | | WD = Well Developed | | | | | |
| | | NR = Not Reviewed | | | | | |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|-----------------------------------|
| Network Cluster Network 1 | District 75 | School Number 373 | School Name Robert Randall |
| Principal Ilene Goldstein-Harnett | | Assistant Principal Danielle Simeoli | |
| Coach Maria Dinneny | | Coach Christine Fusco | |
| Teacher/Subject Area Pamela Salmon, ESL | | Guidance Counselor Ilene Lazerus | |
| Teacher/Subject Area Cristina Navarrete, Technology | | Parent Dawn Port | |
| Teacher/Subject Area Cynthia Aponte, 6:1:1 Teacher | | Parent Coordinator Kirsten Rorke | |
| Related Service Provider | | Other Tom Scelzo, Testing Coordinator | |
| Network Leader Adrienne Edelstein | | Other | |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|----------|--|--|--|--|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | | Number of Certified NLA/Foreign Language Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 406 | Total Number of ELLs | 29 | ELLs as Share of Total Student Population (%) | 7.14% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

ELLs are identified through the administration of the Home Language Survey in the family's native Language and/or English to all new admits into the NYC school system and with an informal interview in English and in the native language and a formal initial assessment. This is done usually at the CSE level. However, when this is not the case, the same procedures are followed at the school level by a fully certified ESL teacher, Pamela Salmon, along with the parent coordinator. Based on the results of the HLS students are identified as ELLs and if one or more answers on questions 1- 4 indicate a language other than English and if two or more answers on questions 5-8 indicate a language other than English is spoken, the student is administered the Lab R in the first 10 days of enrollment into the NYC school system by our Fully Certified ESL teacher, Pamela Salmon. This will determine the students level of proficiency in English. During this process, a video is shown to the parent or guardian, outlining the three options of services. The certified ESL teacher administers the NYSESLAT annually to all entitled ELLs. The NYSESLAT scores are reviewed and analyzed upon receipt. All lessons build on student's strengths and increased instruction is provided to address weaker skill areas using ESL strategies including the Language Experience Approach, the use of writing workshop, and Balanced Literacy enriched with ESL strategies. All ELL's are given the NYSESLAT including those who have been x-coded.

In addition our Parent Coordinator is in contact with ELL parents so that all needs are met. Information is disseminated in native languages and all questions are answered. Parent support staff meets with parents at all new intake meetings before the child starts in attendance at P373R to help assess student language needs. The parent Coordinator and the ESL teacher (with the help of the DOE DVD) explain both programs, including the Freestanding ESL program offered at P373R. A translator is present if needed. Also if required, in order to obtain translations we use the resources of District 75's Parent Support Office @400 First Avenue, NY, NY. The parent Coordinator delivers the translated materials to the parent and meets with them within ten days. At the start of school, the Parent Coordinator organizes a meet and greet where the ESL teacher and other related service providers meet with parents so parents have an opportunity voice their concerns.

If the entitlement letters and HLIs have not been distributed at the CSE level, they are given to the parents at the intake meeting. The Parent Coordinator will call the parent to insure that the forms are returned, even if it requires picking the HLI up from the parent. Outreach from counselor, family worker and/or social worker is provided on an as needed basis.

P373R offers a Freestanding ESL program as per CR Part 154. Students who come to our school and have been evaluated to receive Bilingual instruction are served through alternate placement settings. This is explained to the parent at the intake meeting.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is that the majority chooses a Freestanding ESL program. Last year, 24 parents chose this program.

The program model offered at 373R is aligned with parent requests, as we offer a Freestanding ESL program and the majority of parents do indeed make this selection.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 29 | Newcomers (ELLs receiving service 0-3 years) | 25 | Special Education | 29 |
| SIFE | | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6 years) | |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

| | ELLs by Subgroups | | | | | | | | | Total | |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|--------------------------|--------------------------|--------------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0 |
| Dual Language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0 |
| ESL | 25 | <input type="checkbox"/> | 25 | 4 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29 |
| Total | 25 | 0 | 25 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 29 |

Number of ELLs in a TBE program who are in alternate placement: 5

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| | | | | | | | | | | | | | | |

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
|---|------------------------------------|

| | | | |
|-----------------------------------|------------------------------|------------------|--|
| Ethnic breakdown of EPs (Number): | | | |
| African-American: | Asian: | Hispanic/Latino: | |
| Native American: | White (Non-Hispanic/Latino): | Other: | |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | | 7 | 4 | 6 | 3 | 3 | 1 | | | | | | | 24 |
| Chinese | | 1 | | | | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | 1 | | | | | | | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | 1 | | | | | | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | 1 | | | | | | | | | | | 1 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | 1 | | | | | | | | | | | 1 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 9 | 6 | 6 | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

P373R has a fully certified ESL Teacher who works with classroom teachers to provide a multicultural curriculum and also does push-in/pull-out instruction working in collaboration with the classroom teacher to provide the ELL students with content area instruction along with the rest of the class. All Beginning and Intermediate students receive 360 minutes of ESL a week and the Advanced students receive 180 minutes a week. All ESL students are grouped heterogeneously together by grade levels and special education classification and all beginning and intermediate students receive 72 minutes a day of ESL instruction. Advanced students in the pull-out model receive 45 minutes of ESL four days a week. P373R has 25 special education students who have had 0-3 years of ESL and 4 special education students who have had 4-6 years of ESL services. Students in 6:1:1 alternate assessment environments are usually in pull-out programs because of class size and student need. Our plans are to move towards more team teaching instruction and to get students to succeed and move them to less restrictive environments when appropriate.

P373R has a freestanding ESL Program using the push-in model for a total of 29 ELL students. All five of our Bilingual students are alternate placement students who receive ESL as per CR Part 154 mandates. The students are instructed in English and assigned an alternate placement paraprofessional (fluent in the student's native language as well as English) who supports them instructionally as well as behaviorally. We are following the Core Literacy Units of Study for each grade level and use Treasures reading program for additional support. Instructional strategies used with our Beginner and Intermediate ESL students are: Total Physical Response, Language Experience Approach, CALLA, AIS, and Cooperative Learning. The use of the writing workshop for our Advanced ELL students is enriched by implementation of scaffolding techniques to enhance students writing schema and other performance tasks. Some scaffolding techniques are: modeling, bridging, contextualization and schema building. AIS are used either in small groups or 1:1. We have five X-Coded students who are served as per their IEP.

Presently we have no SIFE students. In the event that a SIFE student enters our program, a school based coach will work with the parent coordinator to call the parent and invite them to a face to face intake meeting. She will give the parent all of the information on NYC Family resources, with a translator if needed, and translated in print. Currently, the parent coordinator is working on enlarging her multilingual library of flyers including one titled, "What is Autism?" for the time that a SIFE student enrolls. This will be followed by a team meeting discussing the student's physical and educational needs, as well as school policy and procedures.

We will follow the IEP mandates and if the student is Bilingual, we will have the alternate placement paraprofessional work with the child on adapting his/her behavior for an academic environment. The NYCDOE offers Adult ESL classes at our offsite (PS58R) and parents are informed about the program and encouraged to attend. We will continue to assess the students to provide remediation from the following including AIS, the Language Experience Approach, the use of the Writing Workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom and in our after school CHAMPS program. In addition we have developed "Families Learning Together" Saturday program in order to support curriculum designed to assist ELLs in the attainment of English Language Proficiency, including Reading, Speaking and Listening.

The following plan in place for Newcomers: The parent coordinator on the Lap Committee welcomes the newcomers and their families. This involves inviting the parents into the school, involving the community and offering tutoring (AIS) and setting up a buddy system for the child. In addition, we will provide instruction through the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills. ESL strategies will be infused into Literacy lessons in the classroom.

Students receiving an extension of services (4 to 6 years) receive the following intervention services: increased instruction in skill areas for students with below grade level scores in NYSAA assessment as well as in ECLASS. The instruction uses ESL strategies such as the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom.

Currently we have no Long-Term ELL students but if we did, they would receive the following intervention services: increased instruction in specific skill areas as needed for students with below grade level scores in NYSAA assessment as well as in ECLAS. The instruction uses ESL strategies such as the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom.

All of our ELLs have been identified as having special needs including the students in alternate placement settings who have paraprofessionals that speak their native language and English and support their instructional needs.

All of our special education ELLs are assessed in all subject areas in the beginning of the school year. Goals are formed based on these assessments. Checklists are then created based on these goals and progress is monitored three times a year to ensure that students are progressing towards their goals. Interventions are given for students not making progress. These interventions may be in the form of counseling services, speech and other related services, assistance of the paraprofessional, use of technology, etc.

This year, the ESL teacher will create goals in addition to the literacy teacher to ensure that students are progressing. Goals will be shared with all students so that they take ownership of their learning.

Our school follows a block schedule for math with interdepartmental Everyday Math groups. Students are placed in groups based on individual student's assessments including beginning/end year assessments, Acuity and state scores in collaboration with individual student IEPs. Differentiated instruction, grouping and AIS are provided for instruction in ELA and writing. In addition, the instructional strategies used with ESL students are: Total Physical Response, Language Experience Approach, CALLA, AIS, and Cooperative Learning. The use of the Writing Workshop is enriched by implementation of scaffolding techniques to enhance students writing schema and other performance tasks. Some scaffolding techniques are: modeling, bridging, contextualization and schema building. Modeling, amplifying language, bridging and text representation are examples of the scaffolding strategies used. Some materials used are All Star English by Addison Wesley, AIS and The Units of Study. Graphic organizers are used in all subjects, including science and SS.

Our students are using Everyday Math infused with ESL Strategies to strengthen skills for solving problems with our ELL students. In English Language Arts, Standardized Assessment ELL students who scored below grade level on ECLAS, work towards mastering skills at grade level through use of leveled libraries, Leap Pads and technology infused with ESL strategies. This is in addition to the standard Language Arts instruction where they continue to work towards mastery at the next level. Standardized Assessment ELL students with below grade level scores in the ECLAS also receive increased instruction in skill areas using ESL strategies including the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques. Students also work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom. Standardized Assessment students follow the same instructional programs for all content areas as the mainstream students. All of our intervention programs are in English with alternate placement paraprofessionals translating. These interventions may include AIS, Counseling, guidance and/or after school programs.

The proficient students as per NYCESLAT receive services for two years of continuing transitional support after achieving proficiency. These services may include, ESL, AIS, Counseling, guidance and/or after school programs.

To further ensure the academic growth of our ELL community, this year, we were awarded Title III funding and the funding will enable us to initiate a "Families Learning Together" Saturday program for ELL students and their families. The Lap team determined that a Saturday group that engages both parents and ELLs in varied activities is a viable option for supporting our ELLs and their families. The program will build language and communication as families work side by side with students and instructors, creating home schedules, adaptive books and favorite dish recipes through the use of computer technology and through multisensory activities. The focus of the program will be the incorporation of technology and hands-on activities in order to build literacy and functional communication in the ELL community. It will engage families in meaningful, enjoyable activities which will teach and incorporate communication skill-building utilizing Mayer Johnson/Board Maker programs to create at home schedules, take home adaptive books, as well as fun recipes and a starter poetry. Families will learn the importance and value of building communication systems that are utilized not only in school, but at home as well.

Cultural discontinuity between home and school can have negative effects on students' academic performance and sense of well-being and belonging at school. According to Gay (2000), "The larger the gap between these two experiences (home and school), the greater the

disadvantage of cultural discontinuity”. Therefore, in order to bridge the gap between home and school for English Language Learners and make all students’ languages visible and valuable, we will adopt the following practices in the classrooms: 1) Creating an instructional climate that includes all students’ languages, 2) Encourage students to bring their home languages into the classroom, 3) Encourage ELLS from the same background to cooperate with each other to improve progress, 4) Expand the school’s cultural repertoire by exposing students to subtitled movies, expanding libraries of bilingual books, providing materials in students languages through the internet and 5) teaching songs in different languages.

In addition, we are reformatting our ELL program to be primarily a push-in program. This will allow maximum contact with those ELL students that share similar grades. We believe this will be a value added approach to stretch limited resources across our multi site organization. In addition, the ESL teacher will participate in ongoing professional development and cohort meetings with literacy teachers and collaborate on upcoming projects.

All programs in our school will continue next year.

ELL students and parents participate in the visiting Poets program and the Artists in the schools program as well as using technology to have students produce and present published writing pieces during publishing celebrations in our school as well as at our District Literacy Fair. In addition, our school uses The PAWS program to involve students, parents, teachers, counselors and administrators in making a commitment to work cooperatively to ensure that 373R is a safe and supportive school where every child can reach his/her academic and behavioral goals. The ESL teacher is fully certified and the classroom library supports our special needs students in ESL instruction through literature in English and other languages. Currently we have no Long-Term ELL students but if we did we would provide services for students receiving an extension of services receive: increased instruction in skill areas for students with below grade level scores in NYSAA assessment as well as in ECLAS. The instruction uses ESL strategies such as the Language Experience Approach, the use of writing workshop, Balanced Literacy and Treasures Reading Program enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom. We have no newcomers but have the following plan in place: the parent coordinator on the Lap Committee welcomes the newcomers and their families which involves inviting the parents into schools, the community and, offering tutoring and setting up a buddy system for the child. At such time that we do we will provide the following: the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills. ESL strategies will be infused into Literacy lessons in the classroom.

Instructional materials used are Words Their Way (ESL version), Santillana Intensive English, leveled classroom libraries, The Literacy Units of Study for each grade, Leap Pads and laptop carts.

Academic Language development is part of our school plan and all classes are instructed in English with our alternate placement paraprofessionals assessing their students’ level of literacy in their native languages and support them academically in their native languages and in English. The classroom library supports our special needs students in ESL instruction through literature in English and student’s native languages. The ESL teacher is fully certified and collaborates with classroom teachers and counselors by assisting them in the use of ESL strategies, techniques as well as help using the Teacher’s Resource Center where there are books and materials available in the student’s native languages.

Required services support and resources correspond to ELLs ages and grade levels. The P373R Parent Coordinator, a member of our LAP Team is bilingual and a parent of a student currently enrolled in our program. Service Supports for Special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. P373R has Parent Orientation regarding programs for ELLs and training on topics such as Behavior Management, Balanced Literacy, Everyday Math, and Looking at Alternate and Standardized Assessment Scores and results. Parent support staff meets with parents at all new intake meetings to assess parent language needs. If required, to obtain translations we use the resources of District 75’s, Parent Support Office @ 400 First Ave. NY, NY. The Parent Coordinator then prints a translation and gives it to the parents in their native languages.



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

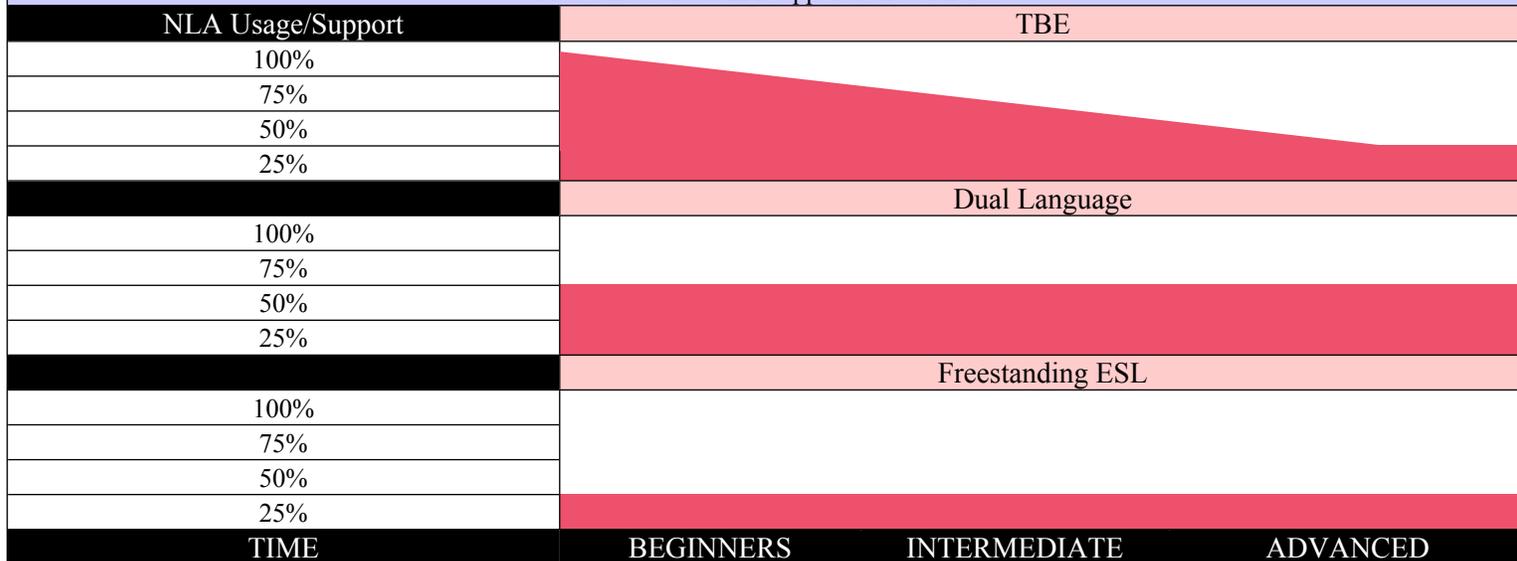
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

Our school follows a block schedule for math with interdepartmental Everyday Math groups. Students are placed in groups based on individual student's assessments including beginning/end year assessments, Acuity and state scores in collaboration with individual student IEPs. Differentiated instruction, grouping and AIS are provided for instruction in ELA and writing. In addition, the instructional strategies used with ESL students are: Total Physical Response, Language Experience Approach, CALLA, AIS, and Cooperative Learning. The use of the Writing Workshop is enriched by implementation of scaffolding techniques to enhance students writing schema and other performance tasks. Some scaffolding techniques are: modeling, bridging, contextualization and schema building. Modeling, amplifying language, bridging and text representation are examples of the scaffolding strategies used. Some materials used are All Star English by Addison Wesley, AIS and The Units of Study. Graphic organizers are used in all subjects, including science and SS.

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make all students' languages visible and valuable, we will adopt the following practices in the classrooms: 1) Creating an instructional climate that includes all students' languages, 2) Encourage students to bring their home languages into the classroom, 3) Encourage ELLS from the same background to cooperate with each other to improve progress, 4) Expand the school's cultural repertoire by exposing students to subtitled movies, expanding libraries of bilingual books, providing materials in students languages through the internet and 5) teaching songs in different languages.

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Another improvement we will make this year is to incorporate more progress monitoring into our ESL program by creating goal checklists and ensuring that our students are making adequate progress towards those goals and making changes to the instructional program as necessary based on their successes.

All programs in our school will continue next year.

ELL students and parents participate in the visiting Poets program and the Artists in the schools program as well as using technology to have students produce and present published writing pieces during publishing celebrations in our school as well as at our District Literacy Fair. In addition, our school uses The PAWS program to involve students, parents, teachers, counselors and administrators in making a commitment to work cooperatively to ensure that 373R is a safe and supportive school where every child can reach his/her academic and behavioral goals. The ESL teacher is fully certified and the classroom library supports our special needs students in ESL instruction through literature in English and other languages. Currently we have no Long-Term ELL students but if we did we would provide services for students receiving an extension of services receive: increased instruction in skill areas for students with below grade level scores in NYSAA assessment as well as in ECLAS. The instruction uses ESL strategies such as the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom. We have no newcomers but have the following plan in place: the parent coordinator on the Lap Committee welcomes the newcomers and their families which involves inviting the parents into schools, the community and, offering tutoring and setting up a buddy system for the child. At such time that we do we will provide the following: the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills. ESL strategies will be infused into Literacy lessons in the classroom.

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Required services support and resources correspond to ELLs ages and grade levels. The P373R Parent Coordinator, a member of our LAP Team is bilingual and a parent of a student currently enrolled. Service Supports for Special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. P373R has Parent Orientation (September 9, 2009) regarding programs for ELLs and training on topics such as Behavior Management, Balanced Literacy, Everyday Math, and Looking at Alternate and Standardized Assessment Scores and results. Parent support staff meets with parents at all new intake meetings to assess parent language needs. If required, to obtain translations we use the resources of District 75's, Parent Support Office @ 400 First Ave. NY, NY. The Parent Coordinator then prints a translation and gives it to the parents in their native languages.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

September 2010: Lap Team meets to develop the new LAP (assistant principal, guidance counselor, coaches, teacher/subject area teacher to turn key for their peers and psychologists)

October 2010: Lap Team meets with speech teachers and Occupational/Physical Therapists to discuss how language acquisition is aided with augmentative devices

November 2010: Discussion: Learning to learn in a second language (para professionals, secretaries and parent coordinator)

December 2011: Use of Graphic Symbols for the autistic population 6:1:1 teachers, speech teachers and autism coach

January 2011: Kinesthetic Approach as an aid for Language Acquisition for the autistic child (6:1:1 teachers, para professionals, speech teachers, phycologists, guidance and autism coach)

February 2011: Intro to Scaffolding Language/Scaffolding Learning (12:1:1 teachers, 8:1:1 teachers, guidance, phycologists, speech teachers and para professionals)

April 2011: Bridging learning environments through ESL methodologies (staff)

May 2011: Music in the ESL Classroom (staff)

Common preparation periods are scheduled for meetings including the ESL teacher and classroom teachers to develop lessons in order to maximize English language acquisition for ELLs. This year, one focus will be on creating multilingual learning environments in the classroom in order to increase social, emotional and academic confidence in all students. In addition, discussions regarding current research and practices will be developed and data will be discussed and analyzed separately for ELLs.

For students moving into the middle school (6th grade) level, the ESL teacher works collaboratively with the classroom teachers and guidance counselors. To facilitate proper placement, a student's language progress with teachers and fellow students is monitored by the ESL teacher to ensure they are ready to move on. In addition, all students are brought to the new school on a class trip to become familiar with the environment in order to feel more at ease.

All classroom staff will be fully certified and will have taken the mandated 10 hours of Jose P. training by the end of the school year, 2011. This is usually done on the first full Professional Development day of the year (Election Day). Newly hired staff who haven't been trained in September will be trained on Brooklyn Queens Day.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Our Parent Coordinator has a meet and greet at the beginning of the school year. 373R has an ELL Support group for Families that meets on the 2nd Tuesday of every month. Guest speakers visit our school on the Third Thursday of every month. We have a variety of school websites where parents can visit to learn about activities that take place during the school year, look at photographs of their children engaged in learning and have access to a variety of resources.

Agencies that we partner with to provide workshops to parents include Kari Sachs, Office of Autism, Miguel Salazar - Resources for Special Needs Children, Jackie Tripodi - Developmental Disabilities Council, Mary Alice Feeley-Parent to Parent (NYS), Ann Marie Caminiti-Parent to Parent (SI), and Nicole Kirby-YAI/Project Grow.

The needs of parents are evaluated through parent surveys throughout the year in English and their native languages. Results are analyzed in order to prioritize their needs. Based on these needs the parent coordinator organizes multiple workshops throughout the school year and arranges to provide appropriate translators who speak their native language. The Parent Coordinator is in contact with ELL parents through school translators if appropriate to follow up on concerns. If required, translations can also be obtained through the District 75 Parent Support Office. The Parent Coordinator provides translated materials and resources to the parent throughout the year as needed to provide continuity in home and school connections. Parental involvement bilingual activities include a Cookshop Program to teach families how to choose and enjoy healthy foods on a limited budget. The Saturday, "Families Learning Together" Title III program engages both parents and English Language Learner students in varied language and communication activities. This Saturday program supports curriculum and is designed to assist ELLs in the attainment of English Language Proficiency, including Reading, Speaking and Listening in all content areas.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 0 | 7 | 5 | 2 | 2 | 1 | | | | | | | | 17 |
| Intermediate(I) | | 2 | 1 | 3 | 2 | 2 | 1 | | | | | | | 11 |
| Advanced (A) | | | | 1 | | | | | | | | | | 1 |
| Total | 0 | 9 | 6 | 6 | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | 7 | 2 | | 1 | 1 | | | | | | | |
| | I | | 1 | 1 | 1 | 1 | | | | | | | | |
| | A | | 1 | 3 | 2 | 1 | 1 | | | | | | | |

| | | | | | | | | | | | | | | |
|---------------------|----------|--|---|---|---|---|---|---|--|--|--|--|--|--|
| | P | | | | 3 | 1 | 1 | 1 | | | | | | |
| READING/ WRITING | B | | 7 | 5 | 2 | 2 | 1 | | | | | | | |
| | I | | 2 | 1 | 3 | 2 | 2 | 1 | | | | | | |
| | A | | | | 1 | | | | | | | | | |
| | P | | | | | | | | | | | | | |

| NYS ELA | | | | | | | |
|------------------------|---------|--|---------|--|---------|---------|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | Level 4 | Total |
| 3 | 1 | | | | | | 1 |
| 4 | | | | | | | 0 |
| 5 | | | | | | | 0 |
| 6 | | | | | | | 0 |
| 7 | | | | | | | 0 |
| 8 | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | 1 | | | | | 3 | 4 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | 1 | | | | | | 1 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | 4 | | 4 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | 4 | | 4 |

| NYS Social Studies | | | | | | | | | |
|--------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Math | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

All students have progressed in English language acquisition based upon focused testing for skill improvement.

The Patterns of Proficiency based on results of the NYSESLAT scores shows that students improved in one or more areas. The Kindergarten, First and Second graders all improved in Speaking and Speaking/Listening and maintained their levels in all modalities. In Third through Sixth grade all students improved in all four modalities. The Advanced 6th grade student scored at the high end, showing the most improvement. Across all grade levels except the Advanced 6th grade student, all students maintained or made small improvements in the Listening area, suggesting the need for more practice in this area. This may also be due to their attention deficits which will be addressed through selected practice in maintaining attention by teaching listening specific skills like eye contact, paraphrasing etc.

Generally, to obtain proficiency levels of some ELL students it is necessary to substitute scores from the NYSSA, Brigance or ECLAS. This is true for both the Alternate Assessment and Standardized Assessed students.

This year's break down of our 29 ELL students is as follows:

Of 29 students, five are x-coded. Four x-coded students are SA and one is AA. Of the remaining ELLs, 21 are AA and 3 are SA.

NYSESLAT Scores for 29 students in LISTENING/SPEAKING: Beginning: 7 first graders, 2 second graders. Intermediate: 1 first grader, 1 second grader, 1 third grader and 1 fourth grader. Advanced: 1 first grader, 3 second graders, 2 third graders, 1 fourth grader and 1 sixth grader. Proficient: 3 third graders, 1 fourth grader, 1 fifth grader and 1 sixth grader.

NYSESLAT Scores for 29 students in READING/WRITING: Beginning: 7 first graders, 5 second graders, 2 third graders, 2 fourth graders, 1 fifth grader. Intermediate: 2 first graders, 1 second grader, 3 third graders, 2 fourth graders, 2 fifth graders, and 1 sixth grader. Advanced: 1 third grader.

The school leadership team and teachers are using the results of the NYSESLAT to target student's individual needs and create goals. These students are receiving enrichment instruction, targeting areas of weakness using ESL strategies to strengthen skills. Students will work towards mastering skills at grade level through use of a leveled library, leap pads, Wilson Foundations and technology infused with ESL strategies. The standardized assessment ELL students scored below grade level and will continue to work towards mastery.

The implications for 373's LAP and instruction based on ELL performance on content area exams suggests that there is a need to continue to monitor their progress and provide the appropriate individualized instruction. The results of what is learned will dictate how the instructional focus and materials will be modified.

We have not administered ELL periodic assessments last year. Our population is largely Alternate Assessment and because only a standardized periodic assessment protocol is available we are working to develop an assessment that meets our ELL students' needs.

In order to evaluate the effectiveness of our program, we must first set a goal and be accountable for meeting that goal. The following is our goal for English Language Learners for the school year beginning September, 2010 to June, 2011:

ELL SMART Goal: By June, 2011, 50% of all English Language Learners will show a 50% increase of academic goals as measured by ELL Goal Checklists.

In order to evaluate the success of our program, we also implement progress monitoring benchmarks for all students three times during the school year. ELL Goal checklists will be created for our alternate assessment students based on staff developed assessments and will be shared with our LAP team. Such assessments as ECLAS, WRAP, Brigance and Acuity will be used to assess the needs of each student. Instruction will be drawn from students' strengths and prior knowledge. Students will review their own assessments and review with the ESL teacher their needs and goals. The program will be monitored three times during the school year and progress will be noted. Checklists will be completed during these benchmarks and adjustments made as necessary. Final success will be measured by meeting or not meeting our goal.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

The ECLAS-2 is designed to meet the literacy needs of New York City's students in the early childhood grades , and to fulfill the requirements of Reading First (No Child Left Behind). Informed by reasearch data, the ECLAS-2 Kit assess the five elements of Reading First--Phonemic Awareness, Phonics, Vocabulary, Fluency, and Reading omprehension--along with Listening, Writing, and Oral Expression.

The primary purpose of ECLAS-2 is to guide instruction and help ensure that all children are developing the knowledge and skills they need to become literate. The assessment activites are child friendly, developmentally appropriate, and easily interpreted in terms of what is being assessed. The activites include both individual and group activites. These assessment activities will show where a child is making progress and where he or she may need further instruction. We trust this valuable diagnostic information will enable instuction to be tailored in ways that foster growth. The activites in the ECLAS2-Kit are standardized and systematic, giving parents, teachers, and administrators a common lanuage and reference for sharing ideas and information.

Additional Information

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 000 |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |

| | | | |
|--|-------|--|--|
| | Other | | |
| | Other | | |
| | Other | | |
| | Other | | |